**Instructional Context**

Course Title: Financing Your Life Style

(Jr/Sr Required Economics/Personal Finance Course)

**Unit Title:**

Wheels

(2-3 week unit on transportation)

(follows units on needs/wants, careers, housing, banking and interest rates)

(next unit will be on insurance)

**Essential Question and sub-questions:**

I need transportation, what should I choose?

1. What type of transportation will I use and how will it impact my lifestyle?
2. How much will it cost each month?
3. How will I finance it (if financing is necessary)?
4. How convenient will it be? What will my common traveling routes look like?
5. What impact will my transportation choice have on the environment? (sustainability)
6. How will my transportation choice impact my housing and career choices?

**Instructional Activities**

Brainstorm what you will need transportation for (e.g., to get to work, recreation, grocery shopping, etc)

Discuss types of transportation available generally, pros and cons of each type (e.g., bicycle, moped, motorcycle, car/truck/van, bus, train, foot)

Discuss costs associated with various transportation options (e.g., purchase price, interest, gas, maintenance, Parking, Bus/Train fare, etc.)

Discuss financing options related to vehicle ownership (e.g., purchase new vehicle, purchase used vehicle, lease vehicle, finance vehicle purchase)

Discuss the convenience factors related to various modes of transportation and traveling routes.

Discuss transportation choices and their impact on the environment.

Determine what type of transportation you will have and how it will impact your housing and career choices. Present your conclusions to the class.

**Standards**

**Reading Standards for Informational Text**

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**Writing Standards**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

6. Use technology, including Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

7. Conduct short as well as more sustained research projects to answer a question (Including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**Speaking and Listening Standards**

2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line or reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance and style are appropriate to purpose, audience and a range of formal and informal tasks.

5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

**NETS for Students**

3. Research and Information Fluency -- Students apply digital tools to gather, evaluate, and use information.

4. Critical Thinking, Problem Solving, and Decision Making -- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

5. Digital Citizenship -- Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

6. Technology Operations and Concepts -- Students demonstrate a sound understanding of technology concepts, systems, and operations.